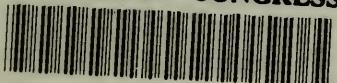
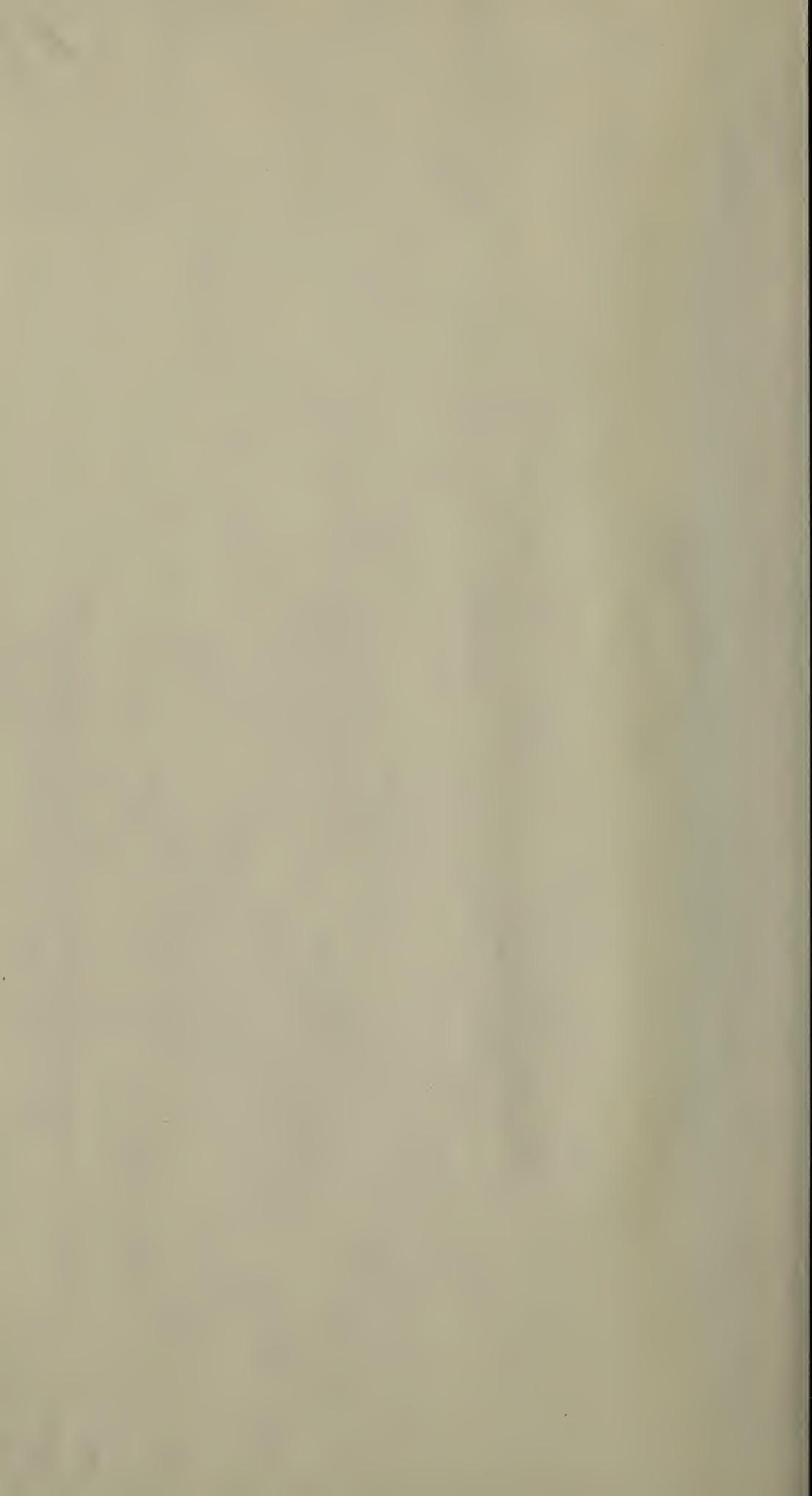


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ADDRESS
ON
INDUSTRIAL SCHOOLS,

DELIVERED TO THE
TEACHERS OF THE SCHOOLS,

NOVEMBER 13th, 1868,

By C. L. BRACE,

SECRETARY OF THE CHILDREN'S AID SOCIETY.



NEW YORK:
PRESS OF WYNKOOP & HALLENBECK,
No. 113 FULTON STREET.

1868.

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LADIES—The eloquent historian of the Dutch Republic quotes from Count John of Nassau, the brother of William the Silent, the following remarkable words, spoken to his sons and nephews before even the first Dutch or English emigrant landed on the shores of New England or New York:

"You must urge," he says, "on the States General that they, according to the example of the Pope and the Jesuits, should establish *free* schools, where children of quality, as well as of poor families, for a small sum, could be well and Christianly educated and brought up. This would be the greatest and most useful work, and the highest service that you could ever accomplish for God and Christianity, and especially for the Netherlands themselves. * * * Soldiers and patriots thus educated, with a true knowledge of God and a Christian conscience—item, churches and schools, good libraries, books, and printing presses—are better than all armies, arsenals, armories, munitions, alliances, and treaties than can be had or imagined in the world." (*Motley's United Netherlands*, vol. iii. p. 119.)

From the Dutch common schools, that were thus the best defense and foundation of the Dutch Republic, nearly three cen-

turies since, sprang, later, the New England free schools, transplanted by the Pilgrim Fathers from Leyden to Massachusetts, and, still more, the whole system of popular schools in America, which we all agree are a better defense and basis for our Republic than all "armies, arsenals, armories, treaties, and alliances that can be had or imagined in the world."

You, ladies, are engaged in a humble but useful branch of this most important public work—the teaching of the children of the poor, who are unable, from various causes, to attend our excellent public schools.

It is a work little known of men, and bringing few of the rewards of life, still a most profound and earnest effort.

The "INDUSTRIAL SCHOOL" is a well-worn name, but how much does it describe! It means a light set in the dark places of a crowded city; an agency of order and industry amid the idle and vagabond; an instrumentality of kindness and morality amid the neglected and vicious; a means whereby Christianity can reach down its hand of love to the outcasts of society.

As I think of these little nuclei of industry and brotherly kindness—these schools, scattered about wherever there is poverty, or crime, or suffering—each exerting its patient influences of goodness, year after year, among the indifferent or the hostile; improving, month by month, the children of misfortune; teaching order and self-restraint; supplying bread to the hungry mouth, clothes to the naked, work to the idle, and education to the ignorant; redeeming the usual injurious effects of charity, by making the first object the improvement or renovation of character, and not the bestowal of alms; bearing with ignorance, ingratitude, and vice; never despairing; seeking out, not the fortunate and well-off, but sweeping each Ward for its human dregs; wherever finding a child impoverished or neglected or exposed to temptation, or ignorant and needy, there opening its sheltering arms of mercy—a friend to the friendless, a teacher to the heathen of our city, a humble manifestation, in its tone and objects, of the Spirit of Christ—when I think of all this, included in the words INDUSTRIAL SCHOOLS, I feel an emotion of thankfulness that there are such seeds of good planted here and there among the dark dwellings of wickedness in our city. And you yourselves are fortunate in being agents in a work so humane and Christian.

There is an evil among the daughters of the poor which almost overtops every other evil—the curse of the lowest class. You know it, without my mentioning its name. You know, too well, how these bright little girls who are playing about the docks, or selling their wares at the doors of hotels and business offices, or begging at kitchen-entrances, or peddling, or sweeping the streets, must grow up to womanhood. You know that, in their crowded cellars, or among their bold street company, they soon lose even a consciousness of the line dividing purity from vice. They undoubtedly inherit tendencies to indulgence; they seldom see examples of purity; they are not taught to labor; they have the irrepressible desire of youth for amusement; they naturally love gay dress; so that they are mentally and morally led astray before they have even passed from girlhood. No romance attends their fall; no deception or betrayal hastens their ruin. They grow up naturally, and almost inevitably, to a life of dis-honor. They have had no friend to guide, no example to inspire, no warning voice to deter. They are lost to shame and virtue even as they enter womanhood; and when once plunged in their wild life of shameful pleasure, how seldom can human hand save! Nature revenges herself fearfully. She who has sold, for disgraceful wages, what is above all price, finds herself, if she would reform, without a place at the great table of nature. “To work unable, and to beg ashamed,” she must starve, or continue the now horrible livelihood. The end many of you know too well—under the drunkard’s cup, or, still in early youth, in the dreadful wards of the outcasts’ hospital.

This terrible evil you, beyond all other agencies in the city, tend to prevent, and in the most quiet, modest, and thorough way. You take the bright little girl, full of life and hope as any of our own children, and you train her to regular industry. From you she learns the best lesson of practical life—*the Lesson of Labor*. Day by day she acquires, under your influence, habits of order, and cleanliness, and punctuality. The discipline of the school teaches her self-restraint. In the skillful use of the needle, or working the sewing-machine, or some other industrial art, she gains an honest means of support when all others fail, and the power of keeping herself, or those dependent on her, neat and tidy. In the daily words of moral teaching, in the simple worship, in pas-

sages occasionally learned from the teachings of the Saviour, she receives, without being aware of it, an idea of Duty and Religion, and feels that, though poor and unfortunate, there is One above whom she can please, and for whom she should live.

Especially, from the labors of the volunteer teachers, who have given up so much to help her, there dawns upon her soul the idea of Self-sacrifice, and from their unconscious influence, as well as that of the daily teachers, comes an ideal of purity and refinement which never afterward leaves the mind of the child of poverty.

Thus it happens that the poorest class of children in the Industrial Schools are placed, gradually, beyond the reach of their strongest temptations. A celebrated jurist, in England, a few years ago, said, in what proved to be his last words: "The great want in England is sympathy—sympathy between the highest and lowest classes." No one who has not known the poor can tell what a difference it makes in the destiny of a degraded family to feel that some other human beings, of decency and character, have an interest in them. These poor little girls, among the lowest slums of the city, grow up with the feeling of being the rovers and marauders of society. No one cares for them, and they care for no one. The police have called them "street rats;" they are like vermin to the people above them.

The Industrial School supplies the link of sympathy. Each roving, begging child knows that there are human beings above her who care for her welfare and would gladly see her better. She is no longer alone in the crowded city, to gnaw at the foundations of society and to plunder from its refuse, like the street rats. The good and the fortunate feel for her. The incident you all meet so often, of children running away ashamed when caught begging, or in bad company, shows this new feeling in their minds.

Such children, after a few years in these schools, can not follow courses of shame for a livelihood. They have become steady, tidy, industrious, respectable young girls, with ideas of purity and refinement, feeling that they belong to the great world of honest and decent people, and often presenting lives truly reformed by religious truth. We accordingly find, after fifteen years of experience, that *not two in a thousand* who leave these schools ever adopt a criminal course of life.

And think for a moment what these children have had for homes and surroundings! You who have taught in the Fourth Ward, among the dance-houses and rum shops; you who have so often been through the slums and Italian dens of the Five Points; you who have labored among the sailors' boarding-houses and rookeries of the First Ward; you who have patiently wrought through the poverty-stricken cellars and bare garrets near St. John's park; you who have gathered in the outcasts of "Rotten Row," and visited, for so many years, among the dens of misery near Cottage place; you who have worked so patiently and so long through the shanties of Dutch hill, or the "poverty row" of the Ninth avenue, or the rag-pickers' quarters of the German Wards, or the crowded tenement-houses of Corlear's Hook and Cherry and Water streets—you know, too well, what are the homes of large numbers of these children. You know what miserable underground cellars, what packed garrets, what wretched shanties they inhabit; how drunkenness and lewdness surround them; how the examples they daily see are of dishonesty, brutality, and vice; how strong are the temptations which continually beset them. And yet, with all this, you have probably noted the most remarkable fact that so few of these poor children from the schools ever grow up to be women of shameful lives. This, at least, is one most cheering fruit of your work.

Another most important influence of these Schools is in preventing *drunkenness*. Despite the numerous instances we meet of drunken women and of girls given to intoxication, I do not believe the appetite for alcoholic stimulus is as strong with the female temperament as the male. When we hear, moreover, from those laboring to improve the poor, instances of "children in a state of intoxication," we may be sure that these are exceptional facts, stated in a general form to produce a stronger impression. Some children are drugged with alcohol by wicked parents, or they are petted with "sips" of liquor, and may thus acquire a taste for it. Others, perhaps, inherit an appetite for strong drink; but, as a general thing in childhood, the taste for alcohol is not a natural one. It comes later.

I am persuaded that the greatest of all temperance influences on the lowest class is, the gratifying their desire for amusement in a healthy way, and the elevating them above the habit of low

tastes and gratifications. With those who have fallen into habits of intoxication, there is nothing to check but a total abstinence pledge, confirmed by social influences or by a religious vow.

It has often struck us all with gratitude how these Industrial School girls—many the children of drunkards, and often tasting alcoholic liquors—never grow up as drunkards. Even some who had begun to indulge in the habit, do not become drunken women. Perhaps the memories of their horrible homes and the scenes of their childhood, keep them from the reach of this curse. But, against that, is the tremendous influence of such early examples, and the degrading effect of such homes. No; the true reason must be, that in your schools, under the gentle influence of volunteer teachers and your own, they gradually acquire habits and tastes above the low vices of their mothers; and they grow out of drunkenness just as they grow out of filth and the habit of begging. The new circles which they enter—that of decent, honest working girls—give them a social tone which keeps them from low appetites.

It is certainly not the least cheering of the many rewards for your faithful labors, that the horrible sweep of the vice of Intoxication, desolating so many hundreds of thousands of households, is thus quietly and naturally held in check, and so many thousands of future wives and mothers are thus saved from ruin.

The effect, too, in regard to other crimes and offenses, such as petty thieving and vagrancy, is equally happy. Who ever hears of an Industrial School girl, or one who has been such, as a thief or a vagrant? The very prison records are your certificates. The tables of criminal statistics give an arithmetical proof of your patient labors of love. With a population, increasing, probably, at the rate of five per cent. each year, and an influx of masses of poor foreigners, crime among little girls and women has not only not increased with population, but has absolutely decreased.

If we go back seven years and compare the returns of police arrests of 1860 with those of 1867, during which our population probably increased one-third, we shall find the arrests of female vagrants *less*, being 1,730 in 1867 against 1,745 in 1860; of pick-pockets, only 8 more, 67 against 59. If we look at 1862, since which date our population has grown, perhaps, 25 per cent., we

find the female thieves have decreased from 1,381 to 1,199, and the number of young girls, between 10 and 20, arrested, has fallen off from 3,142 to 2,924.

If we take the tables of imprisonments in the city prisons, the results are equally encouraging.

If we compare 1867 with 1861, the tables of which I happen to have, we find the number of female vagrants in prison fallen off from 3,172 in 1861, to 1,817 in 1867, and the cases of girls, in all our city prisons, under 10, from 373 to 289, and between 10 and 20, from 2,454 to 2,305, though the natural growth would have been nearly 3,200.

But it would be unjust to your labors to represent them as entirely for the criminal poor. Large numbers of your scholars are simply the children of honest, destitute widows, or of disabled and unfortunate working people, or of soldiers killed or maimed in the war, or are the offspring of drunkards, without any special exposure to crime, any further than poverty always offers it. These, under your faithful labors, grow up to be respectable domestics and factory girls. From the neatness and good habits they have learned, their tendency is continually to rise in the social scale. They become favored servants, or they enter trades; as they marry, they are found to marry mechanics, and we know some three or four who have married men of fortune and education, and have filled their new positions very tastefully.

One, I meet occasionally, in one of our schools, who calls, in her own carriage, to take the teacher to drive, as well-bred a lady as one can meet. I remember her, a ragged little creature, in a shanty on "Dutch hill."

Of another, who was a servant, I remember hearing the mistress remark on the extraordinary neatness of her appointments and habits, and the reply was, "She learned that in the Industrial School."

Some few have become teachers and missionaries.

It is found that what they have learned in the schools reacts on their wretched families. One of our teachers will remember Mrs. McK_____, an apparently confirmed drunkard, and at one time houseless, now a sober, respectable woman, through the influence of her children; and the father of another, D. W_____, who was a brutal drunkard, beating wife and children, now

apparently reformed, amid the tears and grateful prayers of his wife. And our faithful teacher in the Fourteenth Ward will not soon forget the occurrence of one of her children, set upon the counter in a liquor shop by a drunken father, and singing that most touching song, "Father, come home!" till even the hardened carousers went forth, touched and ashamed.

Who can estimate the effect of these beautiful songs of purity and love, sung by the little ones in the homes of poverty, and among the dens of crime! I might multiply such instances by the score, but they are familiar to you.

These little scholars become missionaries of cleanliness and apostles of decency in these wretched quarters. Many a home is reformed by them. Now and then a child in these schools is killed by accident, and the simple funeral may be celebrated by the schoolmates in their beloved school-room. White flowers are brought, purchased by the earnings of poverty, and the tears of the children of misfortune drop in sympathy over the coffin of the departed.

Last winter, a child of the German school was at the point of death, and remembering the teaching in the last Sunday meeting connected with the school, which had been about having a "clean heart," she said: "I wish I could see Mr. and Mrs. Macy. Do tell them I hope I have a 'clean heart.' Let them say good-bye for me to the school, and tell them I pray that they may keep clean hearts too."

To me nothing is more touching in the children of poverty than their *eagerness to learn*. Those of us who, through the kindness of others, have always had all the opportunities we could desire to gain knowledge, can hardly appreciate the passion for learning which sometimes fills the breast of a poor child.

I never shall forget that street boy, in our office, who was asked by a stranger if he could read and write. "No, sir," was the answer. "But why don't you go to school, my boy?" said the gentleman, severely. The lad burst into tears, and said, "I don't believe God ever meant me to go to school. I've seen the rich boys goin', but I never could; I've had to work."

From our Park School (Sixty-eighth street, near Broadway) there is a girl working in a ribbon factory who has her book along side of the bobbin, and learns her lessons to recite at night.

Another girl, living in Eighty-third street, walks down each day to the silk factory in Thirty-sixth street, works from 7 o'clock in the morning till 6 in the evening, then, without going home, walks up to the school in Sixty-eighth street, and studies her lessons as eagerly as if it were play.

Still another, who could make fifty cents a night from extra work, gave it up to attend school. Of a bright little scholar a recent report relates as follows :

"The girls at the ribbon factory had for overwork a task of thirty neck-ties to make. Many of the girls stayed away to accomplish it. Alice determined she would not. It would not do to neglect the work or she would be discharged. She was earning \$4.50 a week, and was thus helping her mother, a widow. Neither could she give up the school ; so she went home and worked ten ties before school. She was in her place as usual. After school, at night, she worked ten more. In the morning she did ten more before 7 o'clock, and then went to her day's work to labor till 6 o'clock P.M."

Such, ladies, are a few of the many fruits of your long labors of love among the children of the poor. I come now to more direct and practical matters.

Your main object in these schools, is to *exert a moral influence*. All things are subordinate to this.

Your first great difficulty is in drawing the delicate line between the necessary alleviation of poverty and the encouragement of pauperism and dependence. These schools are not, first of all, eleemosynary ; their principal purpose is not to give alms to the poor, but to prevent the poor from needing alms. The elevation of character and the improvement of mind are their objects. Help should be given to the destitute in such a way as to raise them soon above the need of help. Money should almost never be given ; and all gifts, as much as possible, be a reward for work. Even the clothes and shoes to the children must be made, so far as possible, prizes for good conduct and industry. The meals furnished are a part of the school machinery, and do not have the effect of mere alms. The *spirit of pauperism* is, above all, to be discouraged, and often the teacher will find it better to permit suffering than to encourage a habit of begging. Of course, many instances will occur where great destitution must be relieved, and immediately ; but that should be done in such a way as to force, for instance, an ignorant family to educate

their children, or as wages for even nominal work. Last winter, in a time of bitter want, a benevolent lady applied to us to know the best way to confer her benefactions without doing as much injury as good. We suggested purchasing material and having it made up into clothes for poor children, by the destitute widows connected with our schools, whose condition we well knew. In a short time, hundreds of half-starved families were supplied with work and others with bread; poor children were clothed, and no one encouraged in idleness or beggary.

We have, it is true, but little means for charities, but what is supplied us, should be used in this way. To help judiciously, every teacher should be a missionary-visitor among these poor families, until she knows them well, and they have learned to respect and put confidence in her.

The great sin of a lower class—especially of one engaged principally in domestic service—is *Untruthfulness*. You are to labor especially to cure this. A child who has honestly confessed a wrong-doing, should never be punished. You must praise and honor truth-speaking in every possible way. Bring instances and commands from the Bible: accustom the children to the thought that God watches them, and give them the desire of being “worthy of Christ,” by thoroughly honorable lives. Compose stories and parables of your own, illustrating the nobleness of truth and the disgrace and wrong of falsehood. When I heard, a few years ago, of a child of a common chore-woman, from our East River School, springing through the fire of a burning steamer and rescuing the children of her employer at the risk of life, I felt that here was the fruit of teaching and example of self-sacrifice in our Industrial Schools. But I hope also to hear of less striking, though equally noble instances of truthfulness among these girls when servants in families.

Another great fault of the class is, *want of thoroughness*. We see it in all our families. We find few of the domestics who have been taught the habit of thorough work. When the mistress is away, they slight their work. Let your girls be an exception. However little they learn, let them learn it thoroughly; put up with no slovenly work, see that every one is exact and close, and in all manual labor get them into habits of the utmost thoroughness.

The greatest defect of our scholars— one, indeed, that has led in part to the foundation of our schools—is their *Unpunctuality*.

This is partly a necessary evil. Many of the children are employed in street trades, or begging in the mornings, and can not be exact to the hour. But it is also a great fault of the poor themselves. They are lazy, and regardless of promptness; many sleep late in the mornings. You must use many devices to break up this fault. I observe that the schools where there is the most interesting teaching, and where an object-lesson is given, or a story read early, have always punctual attendance. Sometimes the teachers themselves err in this matter and set a bad example. It may be necessary in certain cases to give praises or honors, or even clothing, as a reward for punctuality. As many of your children come without breakfast, you will sometimes give food as an inducement for the early attendants.

Cleanliness, of course, must be insisted upon, always; and the bath and wash-basin be freely used. It will add much to the comfort of the school if the outside filthy garments be hung up in closets during school-hours, and large pinafores or even school-dresses be worn.

The first matter, of course, in opening one of these Schools, is *Discipline*. Much tact must be used in securing this. You are not in the situation of an ordinary teacher, who can at once turn out an unruly scholar. It is the wicked children that you especially want to keep. You must be very firm, but at first wisely fail to see many things. You must expect to make little gains every day. Interest the scholars' minds as early as possible. Arouse some of the most perverse and lazy by praise or confidence, if you can possibly give it. Our colored children are especially affected by praise and ridicule. Do not attempt severe punishments, as this class of children is perfectly accustomed to them. Expect in the beginning, from some, violence and abuse, but be patient, "patient to the end."

Unfortunately, the best power of discipline is more a natural gift than acquired—a certain weight and force of temperament and character which naturally governs.

INDUSTRIAL WORK.

Your industrial branch is mainly sewing; to this is added,

L.C.C.

operating on the sewing machine, crocheting, and some ornamental work; and with the boys, carpentering and box-making.

The girls should be taught to make their own dresses, and to keep them mended and tidy. It is difficult to carry on the sewing-classes without the help of volunteer teachers, but with two active teachers much may be done.

Remember, one of the greatest benefits that you can confer on these girls, is the *Habit of industry*. The needle has saved many a poor girl from ruin.

If any teacher can suggest new branches of work, we shall gladly welcome them. According to our experience thus far, we can not carry on branches of industry with pecuniary profit, but we can give these children skill enough to enable them afterward to support themselves, or keep themselves tidy.

TEACHING.

It is of the utmost importance to the welfare of the School that there should be the best possible teaching. It is a mistake to suppose that "any teaching will do for a Primary School." Even to teach the alphabet well, requires an invention and skill that can rarely be found. Think of the vast gulf in the English tongue between the names and sounds of the letters, or between spelling and reading, which has to be bridged in the child's mind: think of the number of sounds to the same vowels or the same combination of letters, which can all be classified and simplified: remember what a difference there is in the reading even of educated people, and how few read with expression and nature--a talent which ought to be acquired early; how much invention, too, can be shown in making the child remember and select words for spelling, and in analyzing the different sounds.

In figures, too, how blank is a child's mind, and how steadily it can be taught to ascend from objects numbered to abstract figures, until it can be made to do what so few ladies accomplish successfully--cast up a column of figures correctly and make change quickly. For practical purposes, the obsolete tables of measure and quantity will be dropped, and questions be asked in such measures as are used now. In all this, incessant inventiveness must be employed.

A child's mind grasps knowledge most of all through its senses and its imagination. A good teacher should keep these

continually in play.—She should educate, *lead out*, the faculties of the pupil. Moral truth must be taught through dramatic means—pictures and parables. Intellectual truth and knowledge must be conveyed as much as possible through the same medium. *Geography* should never be a dry science of topography—of place alone: it must connect itself with the physical peculiarities, the character of the surface, the plants and animals of each country. It should begin with the geography of the school-room and go on to that of the city and State: it should teach physical divisions before political, and, above all, should employ pictures and maps.

Grammar, I do not believe, is a fit study for young children, but language and correct writing can be taught to the senses, by writing on the board sentences incorrectly in punctuation, spelling, and grammar, and then requiring the class to correct them.

As the children grow older, writing becomes of great importance, and, especially, the art of writing and addressing a nice note or letter. The spelling in which they are always most deficient is in writing small words which are in common use. For these girls it is of the utmost importance that they should be able to read in a clear, expressive way, write neatly, and cast up accounts correctly. Whatever information they get beyond will serve to occupy their minds afterward, keep them from mischief, and elevate them in the world. For this general purpose, *object-lessons*, especially on natural objects, are of the utmost use; teaching them to observe and to analyze, and filling their minds with useful knowledge. It is found that no one instruction interests the children so much as these lessons, especially those on animals.

An ingenious and interesting lesson is training them in nice *distinctions of color*, by a card prepared for the purpose. A classification of animals by pictures can be taught to very young children, and the uses and purposes of the organs and forms of different animals and plants.

Dialogues and pieces of poetry committed to memory are also amusing to them and instructive.

The memory of children can be exercised to an extraordinary degree. We have had schools where, with a leading word from

the teacher, one chapter after another of the Bible could be repeated by the scholars with perfect accuracy. This precious faculty of your scholars you should cultivate to the highest point. I need not dwell on the importance of *music* and simple songs in refining and elevating your scholars.

In regard to religious instruction, we must leave that to the judgment of each teacher. The schools had better open with a few verses of Scripture and the Lord's Prayer, and close with a hymn. No sectarian teaching is admitted. Whatever is taught must be the simplest and most necessary truth.

In all your efforts you are to remember that your time is extremely limited; that your children must constantly leave you, either for the public schools or to labor for the support of their families. You can not carry out as thorough a system of instruction as in schools of a higher grade. Your object must be to do the most in a short time. Keep always in mind the distinctive peculiarities of the class, and adapt your teaching to these.

In regard to hours, my own impression is that all children are kept too long in school. Your younger classes should generally be dismissed at two o'clock, and all should be allowed frequent changes of position and manual exercise.

The great want in education every where are earnest, inventive, ingenuous teachers. The tendency of the profession is to fall into routine, and make habit and rule take the place of invention and thought. The duty of every good teacher is to continually study how to resist this bias, and to make her profession a thoughtful and inventive art. For this object, it is of especial importance that our teachers should make use of all the educational facilities they can obtain in this city. Last year they were kindly permitted to attend the invaluable lectures of Mr. CAULKINS, in the Saturday Normal School. These, perhaps, may still be open to them. I know teachers now in our corps, and those who have enjoyed the best previous training, who study every night the most effective mode of presenting their lessons the next day, though they be only spelling, or geography, or some "object-lesson." This is true teaching.

But our teachers must remember that their duties do not end, as do those of the public school teacher, with teaching. We desire that each INDUSTRIAL SCHOOL should be a center of bene-

faction and moral influence to the neighboring quarter. Occasionally, kind friends supply means with which to provide work for the mothers of the children; or money is given to buy coal, and sell it to them at wholesale prices; or a fair or festival can be arranged for the poor; or an opportune visit stimulates a mother to save her daughter, just being drawn into evil company; or a dying woman can be consoled, or a vicious one advised and warned; or a funeral of a child aided by the presence and help of the teacher. In fact, innumerable opportunities present themselves, to every one engaged in this work, to speak words of sympathy, or do deeds of kindness to the neglected and unfortunate.

The most important matter for the health of the teachers and scholars is the

VENTILATION

of their school-rooms. Bad air is a continual poison to both, and, like many poisons, it becomes less repulsive the more frequently it is taken. The filthy clothes, and often unclean condition of the children, increase this bad condition of the atmosphere. It is a misfortune, too, of our small means, that we generally hire poor rooms for the schools, which are not easily susceptible of good ventilation. But each teacher can do much in opening windows, and in thoroughly airing the rooms in recess.

The best plan of ventilation we have found to be that adopted in the hospitals during the war—the opening a hole in the wall, and carrying, through a pipe, a current of cold air to a metallic inclosure around the stove, where it is heated, and rises and warms the room with a freshened air, and finally escapes through a ventilator, or the windows, or an open chimney. Mr. E. CHADWICK, the great sanitary authority of England, speaks of this as the best of all simple methods of ventilation.

Our lodging-houses we have ventilated by means of shafts to the roof, and thus have kept a wonderfully pure atmosphere in the sleeping-rooms.

PROPER OBJECTS OF THE SCHOOLS.

A few words should be said here in regard to the proper objects of this charity. Our design is to supplement the Public Schools. No child should be received who goes to any public or

private school, and only those who, from poverty or misconduct, or the neglect of parents, are entirely outside of the influence of our excellent system of public instruction. And as fast as is practicable, they should be forwarded to the Public Schools. But, with the best we can do, there will still be thousands never reached by our own or the Ward Schools.

TRAINING SCHOOL FOR SERVANTS.

We shall not feel that we have fairly completed our organization till at length we have met a great want—that of a *Training School for Servants*, where these young girls can be taught what they never know—the simplest matters of housekeeping, such as cooking a joint, making bread, sweeping, washing and ironing, bed-making, and the like. With such a school attached to our “Girls’ Lodging-house,” for instance, we could train up a new class of skilled domestics and fit hundreds of young girls, as they are not now, to make workingmen’s homes happy and comfortable.

You know how long this idea has been contemplated with us. We only wait for means from the benevolent to carry it out.

OUR ORGANIZATION.

More than a year ago, Mr. J. W. SKINNER was appointed, by our Board of Trustees, Special Superintendent of Schools. Under his judicious management, and through the generosity of friends, we have been enabled to greatly improve our organization. Larger school-rooms have been obtained, new and improved furniture added, an almost complete system of books and maps adopted, and more schools opened.

One want which we very much deplore in our schools, is of sufficient libraries and musical instruments. A few possess good children’s libraries, and the scholars value nothing so much as the little books which they carry to their homes, and read to their fathers and mothers. Some, too, have melodeons or pianos, and it will be easily imagined how acceptable, and how refining the music from them is to the children; but, generally, the schools are poorly provided with these great necessities. What kind friends will help us to procure them?

There are at the present time under the CHILDREN'S AID SOCIETY, *twenty* (20) of these Industrial Schools, with *seven* (7) night schools, having in attendance the last year the aggregate number of 5,927 children—mostly little girls, and an average daily attendance of 2,003, with 51 teachers. One school, at No. 110 Centre street, is exclusively for Italian children—the little organ-grinders and boot-blacks of the city; this contains about 200. Another is solely for Germans, at No. 272 Second street, having 392 in attendance. Another for colored children at No. 185 Spring street, has nearly 190. A new School and Lodging-house and free Reading-room were started last year, through the kind aid of friends, in the old Corlear's Hook quarter, at No. 327 Rivington street. The school has some ninety children in attendance, and the Lodging-house shelters about eighty homeless boys each night.

One of the most interesting of the schools is the "Park School," in Sixty-eighth street, near Broadway, with 320 pupils.

The expense the past year for all these Schools was \$29,940, of which sum \$8,000 was for bread.

We hope, during the present year, to still further extend this great work, if more means be supplied. We trust that the noble example of several ladies of fortune will be followed, and special Schools be endowed by them in destitute quarters. No more useful benefaction can be performed than the founding such a school.

VOLUNTEERS.

A most valuable feature of our work is the teaching of volunteers.

These ladies have the self-denial to come for one afternoon in the week, and aid in raising these unfortunate children. Their labors these many years have had remarkable rewards. They especially serve to unite the rich and poor, the prosperous and unfortunate classes. Their example and teaching continually benefit the poor children. Their presence aids and encourages the teacher, and without them it is often very difficult to carry on the industrial branches.

But we need more of them in our schools, and we trust we shall not appeal to the community in vain for their aid.

Such, ladies, is the great work in which you are engaged, and such are the simple principles which should guide it. It is a labor of humanity for the children of the poor, for—

“Ragged children—with bare feet,
Whom the angels in white raiment
Know the names of, to repeat,
When they come on you for payment.

“Ragged children, hungry-eyed,
Huddled up out of the coldness
On your doorsteps, side by side,
Till the servant damns their boldness.

“In the alleys, in the squares,
Begging, lying little rebels ;
In the noisy thoroughfares,
Struggling on with piteous trebles.

“Patient children, think what pain
Makes a young child patient, ponder !

* * * * *

“Wicked children, with peaked chins
And old foreheads, there are many,
With no pleasures except sins.

* * * * *

“Sickly children, that whine low
To themselves and not their mothers,
From mere habit—never so,
Hoping help or care from others.

* * * * *

“Can we bear
The sweet looks of our own children—

“While those others, lean and small,
Scurf and mildew of the city,
Spot our streets—convict us all,
Till we take them into pity.

* * * * *

“If no better can be done,
Let us do but this—endeavor
That the Sun, behind the sun,
Shine upon them while they shiver.

"On the dismal (city) flags,
 Through the cruel social juggle,
 Put a thought beneath their rags
 To ennable the heart's struggle.

* * * * *
 * * * "not so much
 Are we asked for—

"Only a place in RAGGED SCHOOLS,
 Where the outcasts may to-morrow
 Learn, by gentle words and rules,
 Just the uses of their sorrow."

APPENDIX.

INDUSTRIAL SCHOOLS.

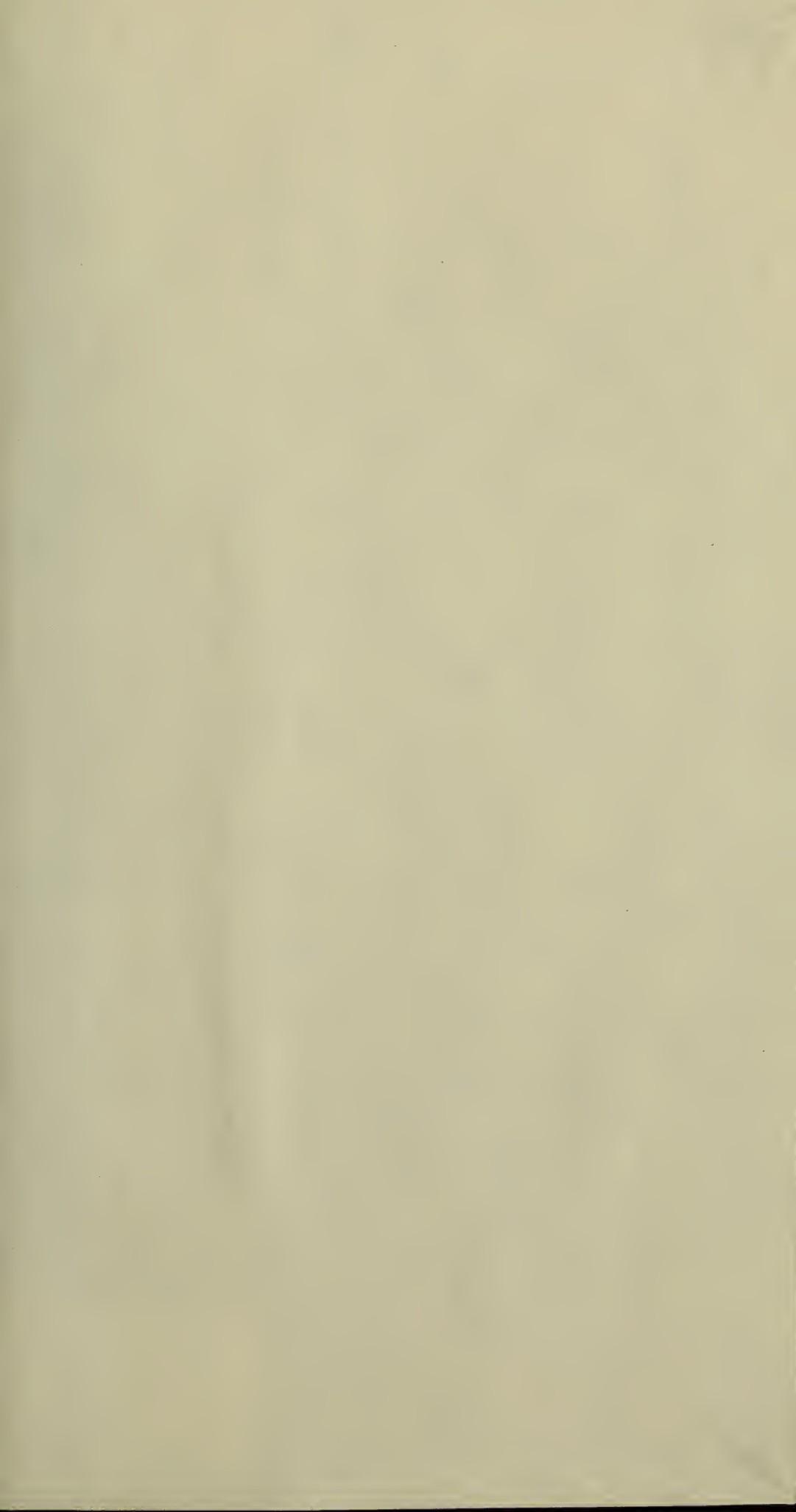
COTTAGE PLACE SCHOOL.....	204 Bleecker street.
EAST RIVER.....	206 East 40th street.
HUDSON RIVER.....	350 West 27th street.
1ST WARD.....	50 Trinity place.
5TH WARD.....	141 Hudson street.
8TH WARD.....	185 Spring street.
13TH WARD.....	327 Rivington street.
14TH WARD.....	116 Elizabeth street
16TH WARD.....	211 West 18th street.
AVENUE B.....	607 East 14th street.
GERMAN.....	272 Second street.
11TH WARD BOYS'.....	709 East 11th street.
GIRLS'.....	120 West 16th street.
ITALIAN.....	110 Centre street.
GRAHAM.....	54th st. and 11th ave.
CORNELL.....	932 Third avenue.
LORIMER.....	52d st., near 11th ave.
PARK.....	68th st., near Broadway.
PHELPS.....	337 East 35th street.

NIGHT SCHOOLS.

RIVINGTON STREET.....	327 Rivington street.
NEWS BOYS'.....	49 Park place.
ELEVENTH STREET.....	709 East 11th street.
PARK.....	69th st. and Broadway.
GERMAN.....	272 Second street.
ITALIAN.....	110 Centre street.
SIXTEENTH WARD.....	211 West 18th street.







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